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ABSTRACT

This research review is concerned with affective measures that supplement other standard measures of achievement or biographical data for junior college students and staff. One instrument for measuring attitude is the Thurstone Method whose basic assumption is that a person's attitude is reflected by the opinions he endorses. Student attitudes and values are divided into the two general categories: attitudes of entering freshmen and attitudes that differentiate groups. Three Clearinghouse publications concerning staff attitudes are discussed. (CA)

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STUDIES OF STUDENT AND STAFF ATTITUDES

Many of the documents found in the ERIC Junior College Clearinghouse collection report affective measures that were auxiliary or supplemental to other standard data collection procedures. Generally, the measures supplement achievement or biographical data. The documents that report affective measures as the primary focus of their study are far less numerous; in fact, there were only ten documents listed under the retrieval terms "attitude assessment." Nine of these documents are the focus of the present *Research Review*. One describes how to develop an instrument for measuring attitudes, five deal with student attitudes and values, and three concern staff attitudes.

The document that describes how to develop an instrument for measuring attitudes is a Clearinghouse Topical Paper on the subject of remedial education (ED 026 050). Although the attitudes of remedial students toward remedial courses is central to the paper, it describes an assessment method – the Thurstone method – which is applicable to many situations. The assumption of the method is that a person's attitude is reflected by the opinions he endorses.

To develop the instrument, four steps are followed: (1) the determination of a referent and a population, (2) the collection of possible items (statements of opinion), (3) the screening of items, and (4) the selection of suitable screened items for the final instrument. The referent can be anything toward which a population can have an attitude. It could be admission policies, student personnel services, curricula, or the like. Possible items are collected by having members of the relevant population write statements of opinion to reflect given attitudes. Statements are made to reflect very positive, somewhat positive, neutral, or other attitudes. They are screened by using members from the same population to judge what attitude (e.g., very positive, neutral) is reflected by each statement. The statements that receive a high consensus by the judges are potential items for the instrument. The selection of screened items for the instrument is done in such a way that the entire range of possible attitudes is included in the instrument and each level (degree of positiveness or negativeness) of the range is represented by the same number of items.

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The advantages of the above method for developing an instrument for attitude assessment are that it provides continuous data for statistical treatment and the steps followed in developing the instrument help provide reliability and validity. A limitation of the method is that the resultant instrument does not provide information on different aspects of the referent. Therefore, if one found negative attitudes toward "student personnel services," what specifically caused the attitudes would still be unknown, although the measurements would provide baseline data for determining if specific changes improved attitudes.

The five documents that deal with student attitudes cover two topics: attitudes of entering freshmen and attitudes that differentiate groups.

A dissertation study by Stein (ED 021 534) tested several hypotheses regarding the junior college entrant with low measures of aptitude (i.e., scores below 39 on the *School and College Ability Test).* One hypothesis was that certain attitudes would differentiate the successful from the unsuccessful of the low-aptitude group. The 64 successful students were those who were released from probation at the end of the second semester. Unsuccessful students were 172 who were disqualified or withdrew before completion of two semesters. Attitudes were assessed with a questionnaire and Q-sort technique designed to determine concepts of "ideal student," "self as student," and "expectations of the college." Findings suggested that the 64 successful students were more goal-directed in their use of time, more tolerant of general education requirements, and more flexible regarding teaching and learning methods.

Characterizing all low-ability entrants tested for the study, Stein gives the following positive values on which a junior-college counseling and instructional program can be based: (1) a faith in the junior college to provide a general education; (2) a belief that the junior college is a means to a more economically productive life; (3) a fairly high self-esteem as a student; (4) an expressed willingness (not always implemented) to engage in regular study and to drop extraneous activities; and (5) a confidence that values and needs are congruent with those of an ideal student and the college.

Documents by Johns (ED 039 877) and Lunneborg and Lunneborg (ED 039 865) also deal with assessing the attitudes of entrants. Johns administered a battery of tests to determine correlates of academic success in a predominantly black, open-door, public, urban community college. Included was the *Survey of Study Habits and Attitudes.* When correlated with first-quarter grade point averages, the instrument was found to have no value as a predictor. Lunneborg and Lunneborg forecast changes in the Washington Pre-college Testing Program. In the near future, the current cognitive emphasis of the program will be altered to include more attitudinal measures such as a vocational interest inventory, an assessment of educational, employment, and life goals. There is also interest in expanding criteria beyond grades by including measures of personal growth and immediate and long-range feelings of satisfaction concerning college experiences.

Two studies found attitudes and values that differ from one student group to another. Mauss (ED 013 076) postulated four student subcultures on the basis of a typology developed by Clark and Trow and adapted to the junior college situation. The reason for interest in the typology was concern for sociological factors in educational performance. Two values were involved in defining typology subcultures: (1) identification with the adult community and (2) involvement with intellectual ideas. One subculture was composed of *academic types* characterized by both; the second subculture, *vocational types,* was characterized by the first only; the third, *incipient rebels,* by the second only, and the fourth, *perpetual teenagers,* by neither of them.

To see if differential responses to questions about such values could be obtained from a junior college population, a questionnaire was administered to a cross-section of 462 students on a suburban California campus. Included were several items to provide background information and questions to permit analysis of value commitments. The data indicated that the four postulated subcultures did exist. The table indicates the percentage of the sample found in each subculture.

		Involvement with Ideas	
		High	Not high
Identification With Adult Community	High	Academics 9.5%	Vocationals 24%
	Not high	Incipient rebels 23%	Perpetual teenagers 44%

N = 462

The findings suggest that the "environmental press" of large urban junior colleges is perhaps anti-intellectual and adolescent.

Abbas (ED 023 390) investigated the interpersonal values of three groups of students: (1) junior college students in a terminal course, (2) those in a transfer course, and (3) university students. The samples were comprised of 93 Missouri University freshmen, 116 junior college transfer students, and 40 terminal or vocational students. Gordon's Survey of Interpersonal Values was used to measure six qualities: support, conformity, recognition, independence, benevolence, and leadership. Both junior college groups scored significantly higher than the university group on conformity. On the leadership scale, the university students scored significantly higher. No other differences were noted. It seemed possible that the junior college students scored higher on conformity because they were more likely to live at home, whereas a university atmosphere usually fosters nonconformity. The author also suggested that there was a need for leadership training programs at the junior college.

The last three documents are concerned with the attitudes of staff. One investigator, Maloney (ED 031 247), studied the attitudes of Missouri public junior college faculty toward the objectives of the comprehensive junior college. He sought opinions on the college's objectives in occupational, general, transfer, pre-professional, part-time adult, community service, and counseling and guidance programs. The subjects were sent a 35-item questionnaire; 60 percent responded. Over 70 percent of these agreed with the overall college objectives; 52.3 percent disagreed with the transfer program. As least 70 percent agreed on all other functions. The investigation suggested that particular attention should be paid to attitudes of the more influential faculty members and that a stronger orientation program was needed, especially for the faculty who were undecided.

In Florida, the degree of faculty satisfaction in community junior colleges was analyzed by Kurth and Mills (ED 027 902). Data were collected by a 220-item questionnaire on six aspects of the faculty members' own college. Of 4,289 questionnaires sent, 2,756 replies were usable. Findings were: (1) satisfied teachers contribute more to the junior college objectives, especially community service; (2) a few faculty members are complacent; (3) most faculty, while content with their profession, working conditions, community, associates, and students, wish to improve both the institution and themselves; (4) opinions differ on the role of counselors and teachers; (5) salary is less important than other teaching conditions; (6) there is too little in-service or other training; and (7) teachers want more say in decisions. Recommendations from the study included more in-service graduate training, more faculty recommendations on governance, a statewide study of student characteristics affecting the colleges, and further study of subgroups of satisfied and dissatisfied faculty. It was also recommended that the present study be repeated in five years.

The final study (ED 032 047) looked at the attitudes of community college presidents, chief student personnel officers, and faculty from the student personnel point of view in selected Illinois community colleges. Replies from 26 presidents, 26 student personnel officers, and 1,143 instructors led to the following conclusions: although most instructors favor the student personnel point of view, they are not as student-oriented as they should be; presidents and personnel officers agree that instructors should be student-oriented, but are not as much so as they should be;

and certain characteristics of the instructors' training and experience distinguish the guidance-oriented from the non-guidance-oriented. From these conclusions, it was suggested that instructors should have at least two courses in guidance during their preparation.

Nine documents are not many for a topic as important as attitude assessment. Obviously, many gaps are not yet filled.

One example of current attempts to close the gaps is the 3-D Project coordinated by the ERIC Clearinghouse for Junior Colleges. Students and staffs in three proximate but diverse California colleges have been examined according to several variables, among which are their value systems.

In one ERIC/AAJC Monograph (No. 12), *Junior College Faculty: Their Values and Perceptions,* Young Park presents the thesis of an institutional personality, developed on the value hierarchies of staff members. Another ERIC/AAJC Monograph (No. 11), *Values and the Generation Gap: Junior College Freshmen and Faculty,* by Florence B. Brawer, compares the value ratings of incoming freshmen and staff members. While such dimensions as sex, age, and discipline have varying effects on the way these subjects respond to Rokeach's *Terminal and Instrumental Value Scales* (in Milton Rokeach, *Beliefs, Attitudes, and Values: A Theory of Organizational Change.* San Francisco, Jossey-Bass, 1968.), the role orientations (student vs. staff) account for the greatest differences.* Further analyses of these data may offer more information regarding the belief systems, attitudes, and values of junior college populations.

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* Both these monographs on attitudes in the academic world are presently in press. They will be available from the American Association of Junior Colleges, One Dupont Circle, Washington, D.C. 20036. They will subsequently be announced in *Research in Education,* with prices for purchase from ERIC Document Reproduction Service.

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Cooperative study of Saturday instruction, by Frederic T. Giles et al. Washington Community College Association, Seattle, August 4, 1967. 96 p. MF $.65; HC $3.29.

ED 021 534
An approach to modifying college concepts and improving academic performance of a group of low-testing junior-college students, by Ruth Sherman Stein. Available from University Microfilms, Ann Arbor, Michigan. Microfilm $4.00; HC $10.00.

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Interpersonal values of the junior college and university student, by Robert D. Abbas. University of Missouri, NDEA Institute. November 1968. 11 p. MF $.65; HC $3.29.

ED 026 050
A developmental research plan for junior college remedial education attitude assessment, by John R. Boggs and Barton R. Herrscher. Junior College Clearinghouse, Topical Paper No. 2. November 1968. 21 p. MF $.65; HC $3.29.

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Analysis of degree of faculty satisfactions in Florida community junior colleges, by Edwin L. Kurth and Eric R. Mills. Florida University, Institute of Higher Education. December 1968. 135 p. MF $.65; HC $6.58.

ED 031 247
Attitudes of Missouri public junior college faculty toward the objectives of the comprehensive junior college, by Clark M. Maloney. University of Missouri, NDEA Institute. 1969. 8 p. MF $.65; HC $3.29.

ED 032 047
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Hazel Horn, Editor

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